

Alternative Education On-site Monitoring Visit Rubric

Reviewer: Sue Foxx Date: 10/2/07
Molly Chamberlin

Alternative Education Program: Valparaiso Alternative MS/HS
School Corporation: Valparaiso Community Schools (6560-1 &2)

Contact Person: Kathy Spears
Phone: 219-531-3070 x5303

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Presentation to Board on website Newspaper article Advisory Group list/agenda	X		Board and administration support. Programs report to School Board at least once a year on impact. Newspaper articles highlighted program and special events. Advisory Group consists of school personnel.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Curriculum Guides Computer courseware Modified schedule Point sheets/incentives Field trips/site info ISP Grant Service Learning Project on website	X		Curriculum implemented by licensed teachers who meet HQT requirements. Mapping curriculum guides to HS to insure alignment and confidence in programming. TABE Assessment used to identify skill deficits. PLATO used for credit recovery. Credit recovery program available after school day to HS students in program. Partnership with YMCA for MS physical education. Fieldtrips related to curricula (IMAX, Corn maze, Workforce One, Amish Acres) ISP needs to set specific goals and plan to reach them. Recommended that the plan outline the steps for achieving the goal and that it be reviewed with students quarterly.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming Staff meeting agenda	Rosters Professional Dev. Plan School Improvement Plan	X		Teacher student ratio appropriate. Partnership with Porter-Starke MH to provide social worker to run groups like anger management and to do assessments. Professional Development Plan same as corporation. Recommended that teachers receive some development specific to their needs in serving a high risk population. Programs not in School Improvement Plans. Need to include programs in SIP and indicate how programs contribute to goals of plan. Indicated need to include waivers from the definition of credit in the HS SIP since classes are self-paced and based on mastery.

On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	10/2/07	X		Programming matches the description in the Renewal Grant and serves MS/HS. ½ academic component and ½ work component for HS. MS attends for a full day. Combination of packet and computer-based programming.
Students appear engaged.	10/2/07	X		Observed students working independently. Students were engaged and responded positively to questions about the program. One HS student stated that she liked working at her own pace. She indicated that teachers provided direction but encouraged student investigation and problem solving. Middle school students at YMCA for PE programming.
Location supports a positive learning environment.	10/2/07	X		Program operates out of several rooms in a wing of the HS. Middle school students are in their own classroom. Students work at desks or at computer stations. Books and resources readily available. Rooms decorated for season and with messages of encouragement.
Teachers appear knowledgeable and caring.	10/2/07	X		Teachers responded to student needs. A portfolio of work was kept for each student. Teachers monitored the pace of completion by reviewing coursework and syllabus. Staff appeared flexible and able to adapt programming to meet student needs. Interchanges with students were positive and encouraging.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Handbook same as for Valparaiso HS. Students referred by the sending schools or may self-refer. The student and their parent complete an application and interview with director (HS asst. principal) to insure that the program will meet the needs of the student.
Staff Qualifications and Employment by Corporation	-Licenses (Teachers, Administrator) -Documentation from HR dept. -HQ document	X		Licensed teachers are employed by the corporation and are HQT. They act as a facilitator for packet/computer-based courseware.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Safety, health and fire plans are part of HS plan since located onsite. Transportation provided for students in the program.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		No outside grants at this time. Budget meets required match and allocated primarily to staff, technology, and materials.
2 Hour Session/ School Day	-School schedule	X		HS students attend a ½ academic day with ½ in work for credit/no credit.

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